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Continuing Education for Special Librarianship; Where Do We Go From Here?

Special Libraries Association, New York, N.Y.

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During the three hour planning session 125 representatives from 20 Special Libraries Association (SLA) Chapters discussed (1) the need for continuing education for special librarians, (2) the structure of continuing education, and (3) the content of continuing education. This report was taken directly from the transcription made during the session. As a result of the session, the Education Committee proposed that pre-conference seminars directed toward continuing education be held, beginning at the 1969 SLA Conference. The group unanimously approved the need for such seminars and felt that the Education Committee should take the initiative and begin the seminars. A minimum of four seminars, running concurrently, will be held in the Conference hotel the day preceding the opening of the Conference. The seminars will be led by individuals with demonstrated experience in the fields. The leaders will be paid and there will be a registration fee for attendees. Suggested topics for the seminars include systems analysis, personnel management, materials, and automation. (CC)

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LI 001663

Continuing Education for Special Librarianship

....Where do we go from here?

Proceedings of a planning session sponsored by the Education Committee held June 2, 1968 in conjunction with the Special Libraries Association annual conference in Los Angeles.

LI 001663

Introduction

These proceedings were taken directly from the transcription made during the planning session attended by approximately 125 people. No attempt has been made to reconstruct the contents into a flowing, narrative style. In all instances, the exact words as recorded, appear in the text.

The Committee would appreciate hearing from those identified by number only (e.g., Floor #8, et al.) because we wish to tap all sources of interest in our efforts to move forward into a dynamic program.

Additional copies of this transcription are available from the Chairman.

Maggie Sloane

Margaret N. Sloane, Chairman
Education Committee

for the Committee:

Dr. Martha T. Boaz
Reverend James J. Kortendick, S.S.
Mr. Harold R. Malinowsky
Dr. Martha Jane Zachert

Attachment A

CONTINUING EDUCATION FOR SPECIAL LIBRARIANSHIP --- WHERE DO WE GO FROM HERE?

In Los Angeles on Sunday, June 2nd, the Education Committee is sponsoring a planning session. It will be held at the Statler Hilton from 1 to 4 p. m.

During these 3 hours we will be discussing the following:

1. Need for continuing education
   Do SLA members feel a need for continuing their professional education?
   Where is the responsibility invested? With the Chapters? With Headquarters?

2. Structure of continuing education
   If SLA members want continuing opportunities for professional education, do they want

   a sixth year doctoral program at a graduate library school
   a six year non-degree program at a graduate library school
   short courses offered as part of the SLA annual meeting
   short courses offered locally by their own Chapters
   some other structure for continuing education

3. Content of continuing education
   Do SLA members want continuing education in relation to

   automation
   - machine capabilities and equipment
   - programming
   - applications for library functions
   - applications for information retrieval

   administration
   - personnel management
   - budgeting
   - planning new quarters
   - "living with management"

   Library materials
   - subject reference tools
   - technical documents
   - "problem" publications
   - translations
   - microforms - use and equipment

This session on June 2nd can be one of the most important ones ever held by a representative SLA membership.

Check the Information Booth for room location.

We need <u>you</u> there!

Margie Sloane

Margaret N. Sloane, Chairman
Education Committee

Attachment B

To: Board of Directors, Special Libraries Association

From: Education Committee

Subject: Pre-Conference Seminars on Continuing Education

Date: 1968 Conference, Los Angeles, California, June 7, 1968

The Education Committee proposes that pre-conference seminars directed toward continuing education be held, beginning with the 1969 Conference.

The representatives of some 20 SLA chapters who attended the planning session on continuing education held June 2nd, unanimously approved the need for such seminars; and stated that in their opinion the Education Committee should take the initiative and begin such seminars.

These seminars, running concurrently, will be held in the Conference hotel, the day preceeding the opening of the Conference. A minimum of 4 seminars will be offered, each designed to further education in librarianship and information science; each to be concerned with a specific aspect. For example:

- o systems analysis (scientific management): basic techniques, forms design flow charting.
- o inter-personnel relationships: personnel management, evaluation, inservice training
- o materials: new literature, and its acquisition and handling, in subject fields such as marine biology, urban and regional planning
- o automation: basic programming

These seminars will be led by individuals with demonstrated experience in the fields. The leaders will be guaranteed a sum which would compensate for their developing the course, preparing a syllabus, and a complete packet to be mailed to the registrants one month before the seminar.

The Education Committee suggested $100. 00 as a remuneration. The attendees at the June 2nd planning session felt this was far too small a sum, and suggested amounts ranging from $250 to $500.

The registration fee of $15.00 suggested by the Committee was felt to be too low also. A fee of $50 was suggested as being more in keeping with the benefits to be derived from each seminar.

Implementation of the Seminars will be borne entirely by the Education Committee, with its members acting as registrar, treasurer, materials designer, and general coordinator.

Recommendation

The Education Committee recommends that the Board of Directors approve at this time the Committee's concept of pre-conference seminars directed toward continuing education.

Such approval lends SLA support on a national level, instead of confining the support to a committee level. In addition, the Board's approval will give the Education Committee the authority to immediately begin detailed planning pursuant to submitting a request to the Finance Committee.

Whereas it is strongly felt that the seminars will be finacially self sustaining, it is conceivable that initial funding will be required. Such requirements will be worked out in detail and submitted to the Finance Committee prior to the Board meeting in September, 1968.

Therefore, the Education Committee is not requesting funds at this time, but is recommending that the Board approve the concept of pre-conference seminars on continuing education as outlined briefly herein.

Respectfully submitted,

Margaret N. Sloane

Margaret N. Sloane, Chairman
Education Committee

for the Committee:

Dr. Martha T. Boaz
Reverend James J. Kortendick, S.S.
Mr. Harold R. Malinowsky
Dr. Martha Jane Zachert

Copy of letter

Attachment C

Special Libraries Association
235 Park Avenue South, New York, New York 10003
212-777-8136

10 July 1968

Mrs. Margaret N. Sloane
225 East 36th Street
New York, New York 10016

Dear Maggie:

This letter will confirm decisions of the Board of Directors of Special Libraries Association at its meeting of 7 June 1968 in Los Angeles.

1. Approved the concept of Pre-Conference Seminars On Continuing Education with a further report to the Board by the Education Committee at the September, 1968 meeting.

2. Endorsed the concept embodied in the recommendations included in the Statement on Continuing Professional Education for Librarianship, presented by the Research Committee. This statement included recommendations that SLA take the initiative in involving other professional associations in planning a national program for continuing education in librarianship and information sciences starting with a small invitational planning seminar in the Fall of 1968. A report is to be rendered by the Education Committee to the Board of Directors at its September 1968 Meeting.

Cordially,

George H. Ginader
Executive Director

GHG/htk
cc: Mr. White
Mr. Gibson

SLOANE

When we thought of a meeting like this - in the past, you know, we have had formal seminars and formal, constructed workshops - and in speaking with the Education Committee and other SLA members, we thought maybe it was time to take stock of what we had been doing and see, as I said in the letter we sent out, "Where do we go from here?". Now, in all of the Chapter names I read off from the letters I received, all of the Chapter presidents said that they had had meetings and they hardly realized there was that much interest in continuing education. In trying to get the feeling for what the various Chapters want to do or would like to do, I'd like to know how many of you here have, I don't like to say - a formal report - to make, but how many of you have something you want to say? Do you want to get up and say how your Chapter feels? I think maybe this might be the way to kick it off, don't you? And then we do a little summary. When you get to the "mike" there, if you will identify yourself and say what you have to say. Who is this? All right. Do you want to turn the "mike" around so that it will pick you up if you don't want to stand up. This is Suzanne Cross from Wisconsin.

CROSS

We discussed this matter at our recent meeting in Madison and the feeling was that there was a great need for a continuing education but some of the smaller Chapters like our own were not in a position to generate really good programs for ourselves, and it would be very helpful if there were some program set up by the National, or that there were representatives sent from one location to another - either one. I think that was the principal feeling of the meeting - that there was a need, but many of the small Chapters were not really in a position to put on good programs themselves.

SLOANE

Did you have any feeling about the nature of continuing education? It's a word that we use, but does the Wisconsin Chapter have any feeling about what the contents should be?

CROSS

Well, of course we have two library schools in the State now, and I think that the feeling was that it did not need to be a doctoral program, and not necessarily a graduate school program, but that it would be very helpful to have meetings held locally, and it would be helpful to have meetings at the National, but, of course, many of our members do not get to the National. I think that the

graduate schools can do something in a non-credit way, but I believe that our feeling was that it didn't need to be a credit program necessarily. What they needed was help but not necessarily for the degrees.

SLOANE — Did they have any feeling about what they needed help in? I meant about the content of continuing education.

CROSS — I don't think that they went into that too much.

SLOANE — They just thought they needed something?

CROSS — They thought that they needed something, and I think that they did not feel it had to be too sophisticated, should I put it that way?

SLOANE — Oh, yes, I think so. All right, now I may say there are some people who have just come in. Thank you very much, Mrs. Cross.

Mr. Aspnes and Mary Lee Tsuffis, this is being recorded and the "mikes" are tied in and we want this to be informal. Let's not wait and call on people. Dr. Boaz, do you have any comments on Wisconsin's problems?

BOAZ — I would suggest that some of this can be done by the Chapters themselves. It depends on the nature. I think you have to decide what you want done - the content, as Mrs. Sloane has just asked you. What do you need? Then, who can do it best for you, and who will do it? And there are all sorts of ways of approaching it. You could do it informally within your Chapter with some of the leaders or leaders from other fields who may not be librarians. You may want something on management, and maybe management people would be better.

It could be done both formally and informally by the universities. That is, for instance, we had a continuing education course last fall semester, and you could take it for credit or not for credit, as you wished. We set it up for those who needed the credit to apply it to a degree so they might do so. The others came if they wished. Now this was one for which there was a tuition charge. There are also ones that we give free frequently - a short term type of thing. There are also others for which you can get federal funding, as institutes. They may be as little

as two weeks or maybe six weeks, or they may be a semester, or a year. They may be intensive, may be every day, or they may be ones that meet once a week or three times a week.

There are many ways of structuring it. I think you simply have to inquire about what you need and then try to get to the sources that will provide it for you, and I believe there are many sources available now.

FLOOR #1 — I think the University of Wisconsin at Milwaukee Library School is planning to do something. It's very new and isn't accredited yet and there haven't been any decisions on it, but I think they are getting some of these seminar type things going, and I hope the members will take advantage of it.

SLOANE — Mr. Aspnes, I know, cannot stay with us very long. Have you any comments, Grieg, that you would like to make at this point, or do you want to wait a little longer?

ASPNES — I'd rather wait a little while.

SLOANE — All right, now be sure we get your words for posterity before you leave. Mary Lee Tsuffis, have you anything to say right now?

TSUFFIS — I'm just here for a few minutes also, but our recommendations are with Mary Quint.

SLOANE — Oh, I see. Mary Quint..... come in. I have a copy here of your proposal. Did you bring enough copies for the whole group, or do you want to read your proposal? I have several questions to ask you. Now, be sure you are being picked up from over there.

QUINT — We have a number of extra copies of what we call, "Our Statement on Professional Continuing Education for Librarianship", which is a pretty formidable title,that we have supplied to people who are attending this conference and would like to have copies. We also prepared a back-up sheet entitled, "Supplementary Information for the Advisory Council", with more detail on how to implement it. Now, if I may go back and explain the "we". I represent both the Education

Committee and the vote of the Advisory Board of the Upstate Chapter of the Special Libraries Association - Upstate New York Chapter. I also am a member and co-worker with the ASIS Upstate Chapter of the American Society for Information Science. So you see, there is a matter of interlocking directorates here and Upstate New York.

When we talked about this program, both in the Upstate Chapter of SLA and in the ASIS Chapter, we felt that our approach was too fragmentary, too uniform, and basically not thought out carefully enough to do on a chapter level. We thought the time had come for the Special Libraries Association to take the leadership as the national, professional organization to coordinate the total front of library organizations for a program which would bring together national leadership of various levels which would have enough support to have funding on the national level, and which would also supply the kind of funding necessary for a secretariat - - for finance, and for a carry-through of what we considered to be an important program. So we made these recommendations and they are rather broad ones. That:-

Since the Special Libraries Association is deeply committed to, and has encouraged its membership and profession to participate in continuing professional education, the Association take the initiative in involving professional associations and other groups in the field in planning for a national program for continuing education in librarianship and the information sciences.

This program be of the scope being now undertaken by professional groups, such as medicine and engineering, on a broad front.

The Association exercise this initiative by convening a small invitational planning seminar to be held in early autumn of 1968.

The objectives of this working seminar should be to develop guide lines for a national program; to set up a working committee to prepare a proposal in order to seek funding for implementing such a program; and to outline the areas that a project director would investigate should funding be secured.

The fourth recommendation was: Since the urgency of this problem demands the full time of a competent professional person, a proposal for funds for a six to twelve-month project is mandatory. While such seminar participation should represent all areas of librarianship and information sciences, participants should be invited for their individual contribution and not as representatives of organizations. In other words, we do not want any professional deadheads represented on the Committee.

SLOANE — Good heavens, we have no such in SLA.

QUINT — You know how some people are - they are always the delegate from the association - they are already tired when they arrive - they have no ideas - these are definitely the people we would like not to be invited to the conference.

That suitable, resource persons from education in the social sciences, from other professions with successful continuing education programs, and from possible funding sources, be invited to this meeting.

That the Association fund and delegate program planning responsibility for the seminar to the Association's Education Committee; that the Education Committees of other professional associations be invited to participate in this project, if feasible.

That the Upstate New York Chapter's Education Committee stand ready to assist in, or be delegated to undertake the organization of the planning seminar.

That this project be put before the SLA Advisory Council with a strong endorsement from the Education Committee or from the conference session on continuing education. And this is co-signed by Miss Diana J. Ironside, who is Chairman of the Ad Hoc Education Committee of the Upstate Chapter of ASIS, as well as by myself as Chairman of the Education Committee of the Upstate New York Chapter.

Now we did provide some supplementary material for the Advisory Council. Would you be interested in hearing this - or would you prefer that it be saved?

SLOANE — No, I think the members - or the people here should know what you think this is going to cost; that is always very interesting.

QUINT — All right. We have this opening line. "There may be some problems related to this proposal."

SLOANE — Yes, you don't have to go before the Board. There may be some problems.

QUINT — The following paragraphs note a number, with some alternative solutions:

Planning seminar objectives. We see the purpose of this seminar to outline or write a proposal for funding to support a small secretariat to study the educational needs of practicing librarians and to design an appropriate national education program. The study report of the medical profession's committee, excerpts attached, is one of the most innovative models of such a national program using modern education technology.

The seminar might do the following, for example:

Outline the general areas of educational need as participants see them.

Examine several formulas or models for national plan drawn from other professions - medicine, engineering, and law.

Outline the six months to one year project for study director and small support staff.

Discuss appropriate funding sources to support the project.

Write or strike a committee to write the proposal within two months if possible.

SLOANE — Now this is the work as you see of the planning seminar - not of this group at this time.

QUINT — Yes, sponsorship of the planning seminar. SLA may feel that such a seminar should be sponsored by the whole profession since the national program would be designed for all parts of the field. The difficulty is the length of time required to get formal sponsorship from several associations. Because of the urgency of the problem, we think that SLA should either itself formally sponsor the seminar, or delegate the job to its Education Committee, if the Council decides less formal action is more politic.

SLOANE — Could I ask a question?

QUINT — Yes.

SLOANE — Why do you think - you say because of the urgency of the problem. What do you mean by that? Why do you think the problem is urgent?

QUINT — Well, I think the time is very much in the present for the library profession to reform itself - to become aligned with new trends - to take advantage of modern educational technology - to utilize such things as we started to talk about in New York State, which is somewhat similar to the problem brought up by Wisconsin. The problem of reaching people who cannot attend formal seminars; who have great distances from places where meetings might be held, and where educational television and its potential might be more realistically employed. Now the technology is here, the time is here, and I think the change is in the feeling of the day.

SLOANE — Do you think that what the SLA membership needs is someone to prod them, or do you think that what the SLA membership needs is just the opportunity? Do you think that we, as an organization, have a desire to keep up with all this modern technology, as you call it? Or do you think, as I say, that we are a little lazy about investigating on our own?

QUINT — Well, there are quite a few questions there. But I think any professional association has the obligation to plan for the future, and I think to a certain extent we are enmeshed in the past as well as pretty confined by the present. I think that as people leave their graduate training and library school, their own recognized personal requirements for

training increase and, therefore, it is obvious to any one of us who has at least fifteen friends in the field that they have fifteen different needs for continuing education; that even in the small sample, the problem is really quite complex - not just of advancing but keeping up. I think education is a "must".

SLOANE — I didn't mean to imply, nor should you infer, that I don't think it is a "must". But maybe I didn't make my point. I am wondering also why everyone talks so much about continuing education. And, again, I want to say, do you think - and I would like some feeling from the other participants here - do you think that we need to be prodded, or do we all want to continue our education but we don't have the opportunity?
Is it clear what I am saying?

QUINT — Well, may I ask one other question since we are asking? Do we have the same opportunity in the library field for continuing education that people do in engineering, medicine, and law?

SLOANE — That's a rhetorical question - do you have something? And do you mind coming up to, or either yelling into the "mike", and identify yourself, please?

COLLINS — Kay Collins, the Colorado Chapter. Our Chapter did feel that there was a need. Most everyone there expressed a desire but they did not have the opportunity. There is a business seminar being carried on for business libraries but it tended to be for smaller libraries - for public libraries possibly. They expressed a desire for continuing education that wasn't available; it wasn't being furnished by the library school in the area, and they would like to see these opportunities developed and would like to work on it from their own area after they hear what goes on here - what is decided here.

SLOANE — Someone else?

FLOOR #2 — Is this program designed primarily for graduate librarians - I mean those who already have a degree?

SLOANE — The question, are you speaking of Miss Quint's proposal?

FLOOR #2 — Yes.

SLOANE — Can you answer that question?

QUINT — I think that probably that was our focus, but any kind of planning seminar, such as the one which we suggested, would certainly consider the whole range of people who come into the field at different levels of training and different competencies, both as to subject field and level of training.

SLOANE — Well, as you know.....

QUINT — ... But we did say professional...

SLOANE — ... I'm considered a maverick and I guess I can just as well say it here; but I would never consider any kind of continuing education program myself, personally..... I would never consider it, if it did not include anyone - whether he had a library degree or what.

FLOOR #3 — I think she did say at one time a practicing librarian - I'm sure we did not mean to exclude....

SLOANE — I'm sure you didn't, did you Mary Lee?

TSUFFIS — No.

SLOANE — Would you like to mention the funding? I think that is interesting - on Page 3, Miss Quint.... the funding for the planning seminar.

QUINT — If at all possible, a small budget of approximately $5,000 should be secured. This could support the following: Staff time of one person to work part time on planning the seminar with the committee. Stenographic assistance to support planning. Travel to support planning. Travel to and per diem cost of, the seminar for speakers and program leaders. Per diem costs of the seminar, or a portion thereof for all participants. If additional funds were available, they would support the work following the seminar in proposal preparation and submission, and follow up to appropriate sources. Do you want funding sources?

SLOANE — Well, you might mention them - yes.

QUINT — The Planning Committee should investigate some of these prior to the seminar. Those that bear investigation are the associations themselves through joint sponsorship. The U. S. Office of Education - Title II, of the Higher Education Act. The Council on Library Resources and the various foundations, such as Carnegie, which are very interested in continuing professional education.

BOAZ — May I interrupt? Carnegie very recently has decided not to take any requests for libraries. They simply channel these to the Council on Library Resources, which, of course, is funded by Carnegie.

SLOANE — I beg your pardon, dear, sorry - it's the Ford Foundation.

BOAZ — I'm sorry, too!

SLOANE — That's all right. I didn't mean to embarrass you. . .

BOAZ — Well, I'm glad you corrected me. But this is Carnegie's answer: "You should apply to the Council on Library Resources." But I've talked in person to Miss Anderson and have written to her and she is still interested, but they aren't going to do much more in the way of libraries. So I think - I don't mean to be negative but I am just telling you - so this is a realistic thing.

The government, I think, is a likely source for the type of thing that is an institute - not much else though, and this is something like $75. 00 a week for a student who attends; it does not include travel. Last year they did not have enough requests for institutes. They would have liked and would have welcomed more requests than they had. As you know, in the last two or three weeks, the recession and the debate in Congress over funds has changed matters, however. They are even calling people to whom they've given institutes and asking them if they cannot cut their budgets. They have been asked to do this and we are all, as of this next week, going to be submitting revised, negotiating budgets, but I still think this would be a source.

I am going back, though, to what I think is a fundamental basis for this type of thing, and that is: Is this a synthetic need? Are we going to have to start prodding people? I think Maggie has already brought this up - to have continuing education, or do they sincerely and eagerly and enthusiastically want it so much that they won't let people alone until they get it. Now, in the latter case, it will come, one way or the other. I don't think it necessarily has to be the same and probably shouldn't be. In the various localities they have very different needs and this probably ought to be, insofar as the exact nature of this, a local matter. I can certainly see a national need, in that a study would be made of what are some of the major matters that need attention to continuing education.

I am sure that technology would be one. You mentioned this. And I believe there are many sources for money on this sort of thing but I believe this ought to be the kind of thing that each chapter would study and draft plans for, and then maybe come to a meeting such as this, or send in ahead of time. We have these plans, these suggestions, these needs, these recommendations. We would like to see these directions followed. Make them do some planning themselves, and <u>then</u>, if you need a national fusion, do it. I think there could easily be national guide lines and a list of needs. These were the most frequently mentioned needs for continuing education:

(1) Priority. This one was mentioned 2,000 times. Down at the bottom of the list, this one was mentioned 10 times as a need.

Maybe the national Special Libraries Association can get out information, written communications and directives, and suggestions, and prodding and pricking. But I do think you could easily get $5,000, or I don't see why you couldn't get this from some company that is library-minded because this is such a small amount.

Now, maybe not. But I think there are a lot of things that enter into this that are important parts of the package that will get everybody involved, and not just a committee, because if just the committee is involved, this won't do it, but if you can get a national involvement in the localities, then I think you will have it going and I think it's terribly important, and I am glad that at least New Yorkers have the stuff on paper, and they have something they are plugging for and they have thought it through, and I think

everybody ought to do the same thing. Then maybe you could get at it immediately, but maybe this should be done as homework and then some sort of a gearing up after that.

SLOANE — Thank you, Martha. You mentioned, and also Miss Quint mentioned, the U. S. O. E. under Title II B. At the annual meeting on Tuesday, I've been asked to report on the Institute which is to be held in Washington a week after the conference, the responsibility for which must go to Father Kortendick who is a member of the Education Committee. I will know - I am calling him Monday - and I will know the final registration and final plans for it, although it has already been set up. Now he negotiated and filled out all the paper work -- you can imagine what went on to get the funds for this Institute. It is quite involved and quite well organized, naturally if you know Father Kortendick. But I would like comment from Mr. McCormick or Mr. Malinowsky. Have you any comment to make at this point, John McCormick?

MC CORMICK — Jack.

SLOANE — All right, Jack.

MC CORMICK — I'd like to reenforce several things that have already been said, and that I didn't know were going to be said, so I treated them as though they were my ideas, so I won't bother to give credit. One of the things that has been mentioned in talking about this particular planning seminar is to avoid having people coming representing groups, and I am not representing any group today, on purpose. I am outgoing president of the Colorado Chapter but Kay Collins has already spoken from the Colorado Chapter and represented their viewpoint. And I think her comment underscores something that has been said here.

I think our profession does, indeed, need a prod. I don't think it is a burning need. I think that when these questions come up to chapters, everybody agrees and says, yes, it's a good thing and we ought to do it - form a committee and then go ahead, with essentially committee activity. But I think there are a number of problems in this that are not normally talked about in polite society; that are not normally brought up at meetings like this, and that was the reason I guess that I'm up here to talk.

One of the things that has been mentioned is that when we form these committees we end up with a bunch of people like myself who turn out to be committee athletes, and we swing hand over hand from one committee to the other, and we turn up in places like this and say things. We represent, I think, a very small proportion of the chapter if we are speaking in this fashion because we represent the most active people. These are the people who come to meetings. They are not you people. They are probably not the people who are most in need of continuing education. I think this is one aspect that we tend to ignore. So I don't know exactly what the answer is, but I am glad to see that you mention this problem in the planning seminar.

Another thing that occurred to me, and I have since gained some reinforcement by the most recent issue of Interface, put out by the Northwest Chapter. They had a seminar up there in April on this topic, and, again, I won't bother to give credit to them individually because some of the ideas reinforced some that I already had.

One of the problems that I think we have to mention, which usually isn't mentioned, is age in our profession and this was mentioned there. A particular survey - I don't know how they arrived at these figures - show that 39% of our Special Librarians are 50 years of age or over, and this means that if they are going to retire by the time they are 65, we have quite a big group of people going out of the profession - that's for sure - but we also have a group of people who are not about to go back and work on doctorates and some of the possible proposals that have been mentioned.

Similarly, I doubt if these people are in job situations where they can afford much time away from work and, perhaps, are not the most active people in the profession either. I don't know. I do not have any evidence of this except my personal opinion. So I think some of these other things should be mentioned, and one of the things that I would like to see is a more innovative approach to this. Again, in our own Colorado Chapter, these people who were there - quite active, quite competent - I don't wish to malign them at all.

We also had a joint meeting with the Rio Grande Chapter where we talked over some of these problems in an informal sense, but the people there think traditionally in a teacher-student relationship, when you talk about continuation of education; and almost immediately they bring up the possibility of library school classes, extra credit classes, and I don't think this will hit the main body of our members.

Secondly, they talked a little bit about conferences, seminars, and institutes, and, again, I don't think this will hit. It will probably hit most of you people who are least likely to need it. It will not hit the small one-lady librarian somewhere who does not get paid to come to meetings, seminars, and such, and here again I don't have the answer to this, but I would hope that with this planning seminar or with this group, that someone might have some ideas about continuation education other than this.

Thinking particularly in some forms of self study, one of the things that other agencies are considering - plant engineering people are considering - are credit seminars where you - these are set up with certificates of completion or accreditation - and where the people would actually end up with some credit at the end of it to use in their job resumes, and this type of thing. I think this might be one approach. But, again, it doesn't deal with the basic problem, which is how to get to the person who isn't active and who does not take advantage of the opportunities that are there. And, therefore, if we reinforce the opportunities that are already here, we will not be getting these people.

SLOANE — Jack, you mentioned a planning seminar. Were you referring to something like what Mary Quint had suggested?

MC CORMICK — Yes, exactly. I had not seen this document until at this time.

SLOANE — Did I see a hand somewhere? Yes.

PETRU

My name is Bill Petru, and I represent the San Francisco Bay Chapter. On listening to several people up on the podium speak, we have some disagreements and some agreements. I don't think we agree with Mr. McCormick at this time because I think our Chapter has found that if you make programs available you will have the turnout. I can use an example immediately with an institute on Anglo-American cataloging rules. We are fortunate enough to have Mr. Lubetsky come up to San Francisco and speak to us three consecutive Saturdays. We had a turnout of 193 people, and the reason we had only that many is because we are limited in size of auditorium facilities. So I think very definitely that if you make a continuing type of education program available, you will get the people.

I think that the need and the desire and the will in even a one-person library is there, to go to this type of thing, if, at the chapter level, you have a strong education committee that is willing to work hard and long hours in order to make it available. It could be that in San Francisco we are favorably inclined and that most of our membership is located within fifty miles one way or the other. But that doesn't necessarily hold true because in our workshops for library assistants that we had (who are non-professional people), and even in this institute of Anglo-American cataloging rules, we have had people from as far as Los Angeles come up to participate in these things - not many people, that's true, but there are always two, three, four, or five people who take the time to travel great distances in order to participate. So I think in this case, San Francisco Chapter, at least, leans very heavily toward Dr. Boaz and her feelings that if you make these things available, we should have a strong chapter group that is going to work hard at a continuing education program.

SLOANE

Thank you. May I call on the other chapters who designated representatives? How about Virginia? Miss May Bates.

BATES

Well, we wouldn't agree with San Francisco in that our membership is not all within fifty miles. There is a cluster in Richmond and the rest are scattered, and I am not in Richmond. A year ago April, there was a

library institute held in Richmond which was sponsored by something called Richmond's Special Libraries Club. It is not connected with SLA. It was started before there were enough Special Librarians in Virginia, and it has continued, now that Virginia does have a Chapter. This was not necessarily aimed for Special Librarians, or for those with degrees. It was just a general interest - Friday evening and Saturday morning type of institute, and there has been little talk beyond that of having something else. And I don't know that anything else will come about from within our Chapter. It might be good if we were prodded.

SLOANE

If you were prodded. All right. Thank you. How about Alabama? Is Lois Robertson here? Or anyone from Alabama? How about Heart of America? You'll speak for Heart of America?

MALINOWSKY

I would also have to disagree with San Francisco. In the Heart of America Chapter we are very spread out. We include Nebraska, Iowa, Missouri, and Kansas, and it is a distance from one end to the other of maybe four hundred miles in some cases, say from Wichita up to Iowa, so that we would need a lot of prodding and we have a lot of small libraries that cannot afford to send their people to these various little institutes or seminars, or even to our meetings. We usually average only about 30 or 35 people at a meeting each month, so that you can see that we are spread out to the point where we couldn't really justify having a meeting and expecting everyone to attend.

But on this prodding thing, at the University of Kansas we are not the only ones that would need prodding. I have been working with the Kansas Industrial Extension Service. This is a new organization with our state schools where the universities are giving programs to the industrial community in the State of Kansas. I was consulting and helped plan a workshop for the industrial community. Now these were for non-library people in using the library - trying to get them in to know how to really use a library and know what we had for them. But in working with them I discovered that they <u>had</u> to be <u>prodded</u> to the point where they had people going out into the field and actually contacting them personally.

I think this would be the same case with us, that we would have to have somebody personally come to us in some areas in order to get us to come to some workshop. These were only one-day workshops. Well, through this, through the KIES - Kansas Industrial Extension Service - even though it was aimed at just the industrial community non-librarian, these industrial people were requiring or asking their particular librarians to come. One of the librarians said that she was asked five times to come, and she finally did come to the meeting. She had to be prodded five times just to come to this little workshop, but after they came, they discovered that even though it was for people on how to use the library, they were raising questions, and we sent out a memo afterwards and discovered that we had ten librarians there, and these ten librarians were all very much in favor of having continuing workshop things. Once they got there and once they realized what they were getting out of the workshop - then they realized the need for it. But they had to be prodded in order to really know what the need was, and I am afraid that is going to be true of a lot of these small chapters around the country.

You're lucky in the San Francisco area, the Los Angeles area, the New York area, Washington area, where you have big clusters of Special Librarians and you can afford to have particular seminars and institutes.

SLOANE — Since you mentioned Los Angeles, can we hear from Los Angeles? Isn't he here?

GOUGH — I have several problems with Los Angeles, mostly that I am new here.

SLOANE — Would you identify yourself?

GOUGH — My name is Chet Gough, and I am at Immaculate Heart College, and I have been in Los Angeles since last September. I am one of those deadheads, you know, from committee to committee....

SLOANE — You're a professional tree swinger....

GOUGH — Yeah - tree swinger. I would like to say that the Los Angeles Chapter, as far as I have been able to find out so far, has been doing a number of workshops as I understand it, and Dr. Boaz can correct me if I am too far off the track.

These, as I have interpreted them, have been primarily aimed at all levels of special library staffs. I don't know that they were specifically professional or clerical, or which - I think they were directed in different ways to all levels of library staff. I was not able to get to the planning session that occurred before this, so that I cannot report directly on that session. I am sure that the Los Angeles Chapter - Dr. Boaz in particular - has been very concerned with continuing education over the years. The Los Angeles Chapter is very much concerned, and I think the workshops are evidence of this. My personal opinion is that perhaps there should be some planning and some coordination - I am not too convinced that it needs to be quite as elaborate as the planning seminar - maybe it does for a national program, but I also think that San Francisco and Virginia, I guess, are indications that each area does have to do some of its own coordinating to figure out how its own program is going to shape up.

I was in the Midwest before I came to Los Angeles, and I can appreciate the problem of distances there. While I was in St. Louis, Wichita was miles and miles away. It is a little different in California with the better freeway perhaps, but I think each area has to coordinate its own program and meet its own particular needs, and that is about as much as I can say at this point. Thanks.

SLOANE — All right. Martha?

BOAZ — The Chapter itself has done a number of projects here that had no connection with any scheduled education courses or with any university or college. They simply have done quite a number of things as a Chapter project, and I am sure San Diego has. They have been active - San Francisco, San Diego, and Los Angeles. I realize, of course, that we do have advantage in the populated areas with both the people and the resources, so I hasten to say that we are in a favorite spot.

I do think, and this is a very negative statement, there are some people who aren't ever going to be prodded. They don't want to be. They need shots of vitamins or something to make them go at all, and I sometimes wonder if people haven't some interest, whether it's worth trying. There

are people who will pay their own way to conventions and who will take night or Saturday courses. I am sure probably all the people in this room have. I have many times paid my own way to a convention and sat up all night on the train because I couldn't afford a Pullman, and I think everybody who is interested is going to do some of this certainly. If you can get the money - sure everybody is going to take it and we all will - but I think some of this is a personal matter. Some of it is a matter of contact, of stimulation and of dedication; and it is contagious.

I certainly would hope that the schools - and I believe surely this is true in most of the schools now - they are urging their young graduates or old graduates, as some of them are, to go out and join one or more professional associations. I always say I would hesitate to hire anyone on my staff who was not a member of at least their national association and their state association. Those two I think are mandatory.

Then, there are many others in between, but it seems to me this can happen. Now, in the very sparsely populated areas there is a problem which I certainly have no solution for, unless it is the dedication of the few who are interested in trying to reach the others by letter, by meeting, by contact, or something of that sort. I surely think the national articles, your own Special Libraries' journal and letters to persons who are Special Librarians, or anything of this sort - if we can give it the larger concept, the better. I still go back to the fact I think a good deal of it has to be local and even personal in nature.

SLOANE — Thank you, Martha.
How about Boston?

BENNETT — I am Madeleine Bennett from Raytheon Company, and I am here to report the consensus of the Advisory Committee.* I was not on the Education Committee so I can only report what I was told to report. They are very interested in the systematic seminar program with each seminar on a special subject, and they would also like to have courses given at the conferences every year - something like MLA does.

SLOANE — I have more to say about that at the end. I haven't spoken yet, you know.

(* She refers to the local chapter committee, not the National SLA Advisory Committee.)

BENNETT — The Boston Chapter for several years has had a fund set aside to institute some sort of a seminar, institute, or something like that - and they have tried to work with the universities in the area - so far, without success - and that is why we are asking for a systematic seminar program established by the Special Libraries Association.

SLOANE — Thank you. I wonder if we would like to stop for a few minutes and have coffee and cokes? All right. Will someone turn off the thingamajig? We don't want to waste the tape.

INTERMISSION

SLOANE — I'm sure all of you know Grieg Aspnes, and if you don't, I'm amazed. He has to go to another meeting and I have asked him if he would make a few comments for us. I don't know what Grieg has to say. It is always good, whatever he says.

ASPNES — This will be informal, Maggie, and I can't speak officially for the Minnesota Chapter but we celebrated our 25th Anniversary last May - this past May - and I am one of three charter members. This gives you an idea of how little I move around in this organization, but it is easier to talk than to get the job done, and I think that is our major problem here. I know that, because I was Chairman of the Education Committee and I remember all the wonderful ideas I had and never did anything on them.

But answering your outline,* Maggie, I think is the simplest way I can speak my piece. Is there a need? Well, obviously, there is a need - there is a need for everyone of us, I don't care how long we have been in the business. Do the members feel a need? I think this is true. Some do, some don't, and certainly everybody feels a need for, or has a need, perhaps, for something different. This is part of the problem. In our Chapter of about 135 members, about 50% come to the meetings regularly and are extremely active. I am sure that most of them and most of the others could use something, but what it is they need - that is a difficult problem - and how you satisfy it, is another one.

(* A flyer included in conference packet - see attachment).

Where is the responsibility invested? I think it is right in the Education Committee. I always have. I think that is why the Committee was set up, and it is one of the objectives that I had as a Chairman that I never achieved, never realized. We never got onto continuing education; we were busy talking to the library schools.

The responsibility is also with the Chapters. It is also with the individuals, and I think much less so with headquarters, and I also think it is somewhat with the library schools to get the job done. We need to use all these resources. But I would say that the Education Committee has got to be the catalyst or the stimulus here. It is the one group that is really concerned with getting something done. Everybody feels that it would be nice to get it done and everybody is willing to talk about it, but belling the cat is something else again; and I think we ought to.

If you haven't read it, I would like to recommend to each of you that you read Paul Wasserman's and Dr. Bundy's article in College and Research Libraries of January 1968 - one of the best things ever written. They make the point that a lot of us - they are talking about librarians in general - but it is true of us, too. A lot of us are no more than super clerks, and that we are not really professionals and we won't be professionals until, as they point out, we get off being a druggist and become a doctor; that is, telling our clients what it is they should have to cure their problems, instead of just giving them exactly what they want. You are not going to get to that status until you learn the thing you need to know in order to be that kind of a person, and you aren't going to get much of this in library school, unfortunately. One year in library school and you are prepared to go out and get started to learn. I tell my students, the course that I teach at the University of Minnesota, their diploma is a license to start learning. And I think this is absolutely true.

The structure - I would say, a doctoral program - No. We are all working, we don't have the time for that. A non-degree program for six years - No, not for us who are working. Short courses - Yes. At the annual meeting, you are going to speak on that, I think, Maggie.

Short course by the Chapter, of course. The problem of transportation is a very critical one and you can't expect these people to travel across the country for many of these meetings without some means of paying for it. So it is a Chapter problem.

Then, some other structure. There might be - this is something that the committee should work on.

The content, of course everything is grist for our mill. There are so many things we need to know - that we simply don't, and we don't find out that we need to know them until we get into the job and realize our needs.

Finally, Maggie, I would suggest to the Education Committee one simple procedure which you and I have talked about but nothing ever has been done. Somebody, I think it was Beverly Hickok this morning from the Bay Area Chapter, said, why don't we have an Education News Letter, letting every Chapter know what all the other Chapters are doing. If something works in Bay Area Chapter and they have worked out the problems, maybe the others can build on that experience. Maybe they can't, but at least they will know what they did.

The same thing with the Illinois program a few years ago on computerization. They did it Saturday mornings and it was very successful - oversubscribed - and so I think in this respect that the Education Committee has to take this job on, find out what is being done, find out what can be done - then, of course, the big problem is to get the people to attend the meetings and to get people who can present the information.

SLOANE

Thank you very much, Grieg.

This Education News Letter is something that I will tell you now that we definitely are going to begin. It means that the Committee - aren't you glad to find that out, the members of the Committee who are here, that that is what we are going to do? It means that we are - I hope we don't have to prod the local chapter Education Chairman too much to tell us about what you're doing. I will say now, although I will be getting out a memo to all of you on this, that when you report what you have done, don't

worry about the fact that you say, "I can't write it up so well" - that is not important because we will - when I say edit, we will see that it is summarized and put in a format. But I think this News Letter thing is an excellent idea. Do you, Martha? How do you feel about some kind of written communication? Don't worry, dear. You won't have to do it.

BOAZ — I don't have to do it? I think it is fine.

SLOANE — Let me call on the other Chapters. How about Cincinnati? Is Marian Veath here?

(Note: words from the floor, not picked up on tape)

What did she say?...about somebody coming? I didn't catch the whole thing? However, Marian Veath is not here. ..... oh! You are she! I should put my glasses on my ears.

(again, the words were not picked up, but it sounds on the tape as though she said: "They did not report to me, I am just here to listen. ")

How about Indiana?

BAILEY — I am Martha Bailey from Union Carbide in Indianapolis, and I am representing the Indiana Chapter but they don't have anything to say. I am here only because I am personally interested in it, and I don't have any official statement from them. On my own, I am the SLA representative on the Indiana Library Association and the Committee on Education. One thing that the Indiana Library Association Committee is considering, and probably we will implement it next year, is that we are thinking about having traveling seminars. Work up one or two good programs on such problems as personnel - these seem to be the ones people are interested in - personnel training, handling personnel problems, along in this area. Set up one or two good programs and then have the same program given three or four times throughout the State, and call in all the librarians in the area - the school librarians, the public librarians, the university and the special. The Indiana Chapter of SLA

is quite small and it is scattered throughout the State. So we do have this problem of getting people together. Any programs or seminars we give, we have been opening them to all of the librarians in the area. But this is one thing we are considering, and we will be able to report later on how successful it is.

Another personal comment is - I happened to be surveyed for someone's thesis. I am not sure who the person is and I just received the thesis the first of the week and have not had a chance to study it thoroughly, but someone at Catholic University of America did a thesis surveying graduates of library schools in 1956 and 1961.

BOAZ — Betty Stone.

BAILEY — Yes, that is the one. I could not think of the name just now. In my preliminary examination of the thesis, it brought out this point of the age of librarians, that quite often library work is the second or third career choice. The person starts as an economist, or as a teacher, or as a physicist, or a chemist - so that actually library science or information services is a second or third choice, so that people tend to be older and, therefore, they are not interested in going ahead for the doctorate, and then, in this thesis, she also surveyed such factors as distance and the attitude of management and the attitude of the supervisor toward continuing education, and the one thing I was very much interested in was, it said that people surveyed did not want any national organization or state organization telling them what courses they should be taking or what seminars should be given - that they feel it should arise from the local area and from the local need.

SLOANE — Thank you. Rio Grande? Is Barbara Hendry here?

HENDRY — Rio Grande Chapter, I think I should say, always feels strongly about everything. We feel strongly about this also; that there should be continuing education, but we feel that perhaps the short course seminar idea is more usable to us. We are a small Chapter spread out, I guess, 300 - 350 miles from one end to the other, and there aren't too many librarians nor too many people in the State of New Mexico, period. But we actively engage

in this in our own fashion.

For instance, our programs for our four meetings a year which are staggered north, south, and central to allow people for whom distances are a problem, to be closer to one of the meetings anyway. Our program committee, at least twice a year, will plan programs for the meeting that will be exchanges of experiences or problems, and we feel that we could benefit from this News Letter that you have discussed. We feel that we could always benefit from the experiences of others.

We have sponsored workshops of our own and we have always participated in any that anyone was giving, anywhere around. I think that I might say that I work for the Los Alamos Scientific Laboratory and we have a large staff of about 34 people. We also have a large library science collection in our library. We subscribe to some thirty library journals, including those from Australia, India, etc., and they are routed around through all the librarians there. We always report to each other about meetings and workshops we have attended. We bring back material and send it around in a reading file to all the librarians. We also feel that there should be some type of program to help the, I guess in some places you are called non-professional librarians. We have people that have.....

SLOANE — Just don't call them sub-professionals, that is a word I don't never like, never! - "semi", I'll go for - not "sub".

(Applause from audience)

HENDRY — The non-degree librarian.

SLOANE — All right. The ones who haven't been fortunate enough to get a library degree. You don't like that either? Okay, we'll let it lay.

HENDRY — There was recently an article in Cosmopolitan magazine about a new librarian school....

SLOANE — A librarian school?

HENDRY — Yes. Not a library school - a librarian school. "A fascinating profession and you can learn it at home."

(great laughter from the audience)

HENDRY — I don't know what they are teaching and I don't know what the Better Business Bureau thinks of this.....

SLOANE — Maybe that's our answer! We've had this whole meeting and we didn't know about that!

HENDRY — But, anyway, we feel that there should be some means for people who might feel that because they don't have degrees - maybe they shouldn't go off and take this course which leads to a Ph D or college credit. But courses and seminars, and institutes that would encourage them to come and learn more... well, Rio Grande Chapter will be very interested in any type of program that National Headquarters works out.

SLOANE — Wonderful. Thank you.

Anyone here from Texas? Your name?

MOORE — I'm Mary Moore from Houston.
The Texas Chapter, as a good many chapters, is sort of divided in two spots. We have a cluster of librarians in north Texas, and a cluster in south Texas. Last year, the south Texas groups decided to have a five-half-day seminar especially to train the people who are working in libraries who had no training whatsoever - secretaries and clerks who had been given this responsibility, didn't ask for it, but had been given it and assumed it, but didn 't have any background. So we asked five or six or seven members of our group to teach these courses. Well, one day we had filing techniques, and one day we had techniques or reference materials, and we found it to be a very profitable experience financially, as well as professionally. We somehow made money from it.

SLOANE — How do you mean financially? I am always interested in that.

MOORE — We turned something like over $400 to the General Treasury.

SLOANE — You mean you charged for this.

MOORE — Yes, we charged their employers.

SLOANE — That's very good. I like that.

MOORE — It wasn't free. We figured they would get more out of it if they had to pay for it.

SLOANE — Well, this is true. I mean the companies would feel that - this is a sad thing - but it seems that they are much more eager to let their people go to things if they have to pay for it.

MOORE — That's true, and we had expenses. We had programs to print and luncheon, and this was included with a humorous speaker. We found it to be a very profitable experience. We asked for a student reaction at the end of the seminar and it was all very favorable. They wanted us to teach them some things that we didn't feel we could. In fact, we thought we could not teach a short course in how to catalog or how to acquire. We could teach them the clerical methods of handling Library of Congress cards, where to get them, and how to pull the numbers off the bottom and put on the top. But we didn't feel that we could teach them to catalog in four hours, so we didn't attempt to do that.

SLOANE — Any comment, Dr. Boaz?

MOORE — But these were all things they had to know, wanted to know in order to keep their job. It wasn't something just out of idle curiosity,– something they had to know, and they were very anxious and curious to know.
One of the nicest by-products of the seminar, we found after talking to the students, was that their spirits had been lifted by the seminar and they had been given some manner of job pride. And a lot of them didn't know that there were other people having the same problems in the same town. So many of them said, "Well, now if I get in a bind, I can call somebody. I know that other people have this problem. I don't feel quite so lonely." And we found it to be a most interesting experience. Does anyone have any questions about the details - how we handled it?

SLOANE — I have. Did you use the book - I've forgotten the name - about library assistants? Yes, that's it:- "The Library: An Introduction for Library Assistants".

MOORE — We didn't use it. Every staff member teaching was asked to use his own facilities. We gave him charge of taking care of a certain topic and he could handle it in any way he pleased. Every professor, of course, had a different technique of teaching. We had slides and view-graphs, and give-away material.

SLOANE — I would like to say this, that I wish, if you haven't done it already, that you will write this in any way you want so that it can be part of one of the first issues of the News Letter, and I would say that to all of you here - please start getting your material ready.

MOORE — I sent the entire procedure manual - because we had never done it in the area before - to the group in north Texas and they are going to take it into consideration whether they will do it or not. It is very important that these seminars be given at the proper time.

SLOANE — You mean time of day, or time of year?

MOORE — Time of year. You can't give them too close to Christmas and you can't give them during the vacation season, and you sort of have to squeeze them in between other lumps of things that may take them away from it. Any time that they are needed desperately on the job, their management is not going to let them get off for half a day at a time. And also the mailing, the brochure, the only publicity we gave it was mailing - a direct mail, and we didn't want to get this direct mail involved in the Christmas rush in case nobody would read it.

But we hope that the people in north Texas, when they decide to give it, will benefit from our goofs and perhaps from our experience. But we found it to be a very satisfactory immediate answer to an immediate problem. It may not be the long range answer to a long range problem, but in our particular locale in Houston there is no place already established that this information can be taught to anyone.

SLOANE — Do you know - is Jack Buehler here, from my old firm - TRW, in Houston? No? Too bad!

MOORE — Dr. Kruse from north Texas is here. The situation may be changed when they have it in the north Texas area because there are two library schools - accredited library schools in the north Texas area. But our nearest one is Austin which is about a three, four, or five-hour drive. It is very difficult to commute.

SLOANE — You have Denton, and what? Is there one at S. M. U. also?

MOORE — No, there are two in Denton.

SLOANE — Two in Denton?

MOORE — One at North Texas and one at Texas Women's University. Their situation might be changed. But even the curricula for a lot of library schools are aimed toward the school library when they get out, and they never teach anything about computers or the details - nobody ever told me about this until I got into working.. So these courses we designed were courses to fit the needs of the people that were taking them.

SLOANE — I think this is most interesting. Thank you very much. Do we have any other---?

FLOOR — I came in late. I am sorry. I am from Michigan.

SLOANE — Well, please come up, Michigan.

MC CORMICK — There was a question back here from the floor.

SLOANE — Oh, I'm sorry, I didn't see that. The question was: Where did Texas get the names of prospective attendees? Is that correct?

MOORE — We used the mailing list for the Chapter bulletin, primarily.

SLOANE — Michigan, would you identify yourself?

MICHAELS — I am Leola Michaels, Librarian of General Electric, Detroit, Michigan. And I am reporting for the Michigan Chapter. I may have misunderstood the letter which you sent but our Chapter works in updating those of us that are working - Operation Update - and for a great many years, and I won't tell you how many, we have had workshops which have been tremendously successful. We have had meetings where.....

SLOANE — Could I interrupt you for a minute? Is this what the young lady from Toronto was talking about?

MICHAELS — Yes.

SLOANE — Fine. Good. Now I've found you.

MICHAELS — We have gone in the afternoon , sometimes when we have split up in sections - small work sections - on a topic that is important at the moment. Then we have our regular meeting in the evening and people who weren't free to come in the afternoon, came in the evening. And you would be surprised how many of us can take off to go.

SLOANE — You don't need any prodding , or were you here earlier to hear about the prodding?

MICHAELS — Then - we have always had this once a year. Then one year we had a regional, and we had it on computers and on the new methods of doing our library work, and we invited Ontario, Ohio, the adjoining States that could come regularly. And we had a three-day meeting. Then the people came - we had a pep session in the evening, and I mean a regular dinner meeting. This year, I'd like to report on it because this is the most current, we invited all the librarians of the state - sponsored by SLA - and the workshop was divided into three things and the Operation Update - that was the most interesting to me, and I am almost ready to retire - was we had a session on new reference material and I haven't seen all these new gadgets. See, I'm in technology and I hope I know the engineering books, but I hadn't seen the new things coming out - medicine and social work. They had a man from a library school describe these books and bring samples.

Then we had a session on periodicals and serials. We had a vendor speak to us on the proper method of ordering and why things go wrong. What was the third one, Phil? Continuing education. And then our evening meeting was on copyright, and we had over 200. I saw people I hadn't seen at meetings for years - and I'm interested in update - I mean I'm interested in the continuing education for students*. They have so many more chances to go, their companies pay their way, but even those of us in the field read the stuff, but when we have cross fertilization of ideas with a leader who has kept up on the thing, I think it is a great thing. I have been getting very, very angry even when I get all of these things.

(* I think she meant graduates - not students - but "students" was clearly on the tape. M. N. Sloane)

SLOANE — What is that?

MICHAELS — It is the library management from AMA. (applause from audience).

SLOANE — Oh - (laughs) - American Management Association - Well, I have news for you - that I was chairman of one of those, and I don't get paid.

MICHAELS — I know you don't. You pay your own expenses.

SLOANE — Oh, no, no. My company did.

MICHAELS — Well, I know that it isn't AMA that pays it.

SLOANE — Oh, no, no.

MICHAELS — It's one of these commercial things. I just get them by the tons. So I want to go back to something else - on the divisional level. A long time ago, Jean can tell you, they kind of laughed at me, didn't they, Jean? In 1957-58, I suggested having a course in metals for us lady librarians who were coming into the field and needed to know all these glib terms - ablation, and all the things we needed for our field. So with the Metals Division meeting, we finally arranged a program in 1960, and we had only about 20 at the meeting, but we had 44 at the courses, and they were the men from metals - we had 44 - we charged them $25 for the two days. We were kind of modest, but we turned over a thousand dollars to the ASM. I'm still mad about that - I did all the work - so I think the need is there. I can prove it in dollars and cents. We could have had courses, you know, to contribute to the fund of this Association. And all of us need Operation Update.

SLOANE — I think that's marvelous. I think that's very good. Thank you so much. Thank you. Let's get some other comments from other people. I've called off the Chapter names from the list of responses I got. Who else would like to volunteer? Yes, ma'am.

ZITKOVICH — I am Anne Zitkovich, and I represent the Illinois Chapter. Our Education Committee had quite a discussion on the kind of continuing education program we wanted, and it was the consensus of the Committee that what was needed

was an institute or short course, or workshop, on the newer management technique, such as systems analysis, CPM, etc. Another thing that we thought would be useful would be a course on personnel management. Well, we were successful in getting one of the library schools in our area to sponsor a course for us in the fall on systems analysis - an institute that is going to be funded by the government.

SLOANE — Do you mean under Title II B?

ZITKOVICH — Yes. And we also contacted the heads of the other library schools, and another one offered to bring to Chicago - this is the University of Illinois which is located in Champaign - to bring to Chicago on an extension basis any course that was given in their curriculum that we found was helpful. So we do have something set up for next year. One institute in the fall, and another course in the spring semester. Now we don't quite know at the moment how well it is going to go over, although when we did announce that the course would be brought up on an extension basis and given in a convenient location downtown, we did get a number of inquiries. But it is not being given until next January, so we won't know. We did have a one-day seminar several years ago that I understand was very well attended. In our April News Letter we did ask our members what type of continuing education program they wanted.

SLOANE — Is this a Chapter News Letter, or is it an Education News Letter?

ZITKOVICH — Chapter News Letter. And the two types of programs that our members seemed to be most interested in were short courses offered as part of the SLA Annual Meeting, and short courses offered locally by our own Chapters. The topics that they were interested in were automation, and, mainly, the applications for library functions. In the area of administration, it was personnel management and living with management. In library materials, they were most interested in problem publications and the use of microforms. After we have our course in the work-shop, we will be able to report to you next year how well.

SLOANE — May I ask one question? I should have asked the others who have reported all these successful things. Who instigated this? Was it your Education Committee, or was it just the Chapter? In almost all instances, was it the local Education Chairman? Was it, in your instance, in your Chapter?

ZITKOVICH — We approached the library schools.

SLOANE — I mean who - when you say we - were you a member of the Education Committee?

ZITKOVICH — Yes. And we found two of the library schools very cooperative and quite interested in offering a program that we found was needed and useful.

SLOANE — Thank you. Before I have something to say, let's call on any other Chapters which have not been represented, or it doesn't matter if you're repeating Chapters. Ah - you'. I told you, you were going to talk, didn't I?

OLT — I said I wasn't. I am going to have to get up to this new thing (referring to microphone).

SLOANE — Do you want to identify yourself?

OLT — Julia Olt, from the Dayton Chapter, Dayton, Ohio. For the two years we ran workshops for the same sort of people that the south Texas group gave their workshops for, we had businesses pay for these people who attended. We had a very modest registration fee of $10, and in some cases they said it was hardly worth writing out the requisitions for them - it should have been more. However, we made money, too - not intentionally. We ran ours three afternoons a week, figuring that the personnel could go and get some of their ordinary routine duties out of the way in the morning, and the companies would let them free for the afternoon which they did. They were glad to do it. We used Mr. Petru's book* as part of our hand-out material, and then the various librarians that were teaching the workshop provided other hand-out material.

(* "The Library: An Introduction for Library Assistants.")

Now, we based ours primarily on acquisition of materials, all kinds; government reports, books, periodicals. Then a second session was devoted to processing; a third, to use. This followed down with various things. The workshops were fine, but you could only touch the surface. This past year, in conjunction with the Engineering Foundation in Dayton,which is putting on a continuing education for engineers and scientists, they gave us a spot called the Special Library. Now we have run a course, class rather, ten weeks course, non-credit, in which a certificate was given for satisfactory attendance. I mean there were no tests, no exams, nothing like this. But it was something they could take back to their companies.

I would say that has been very successful and we have just finished it and they are already asking when the next one is going to be. So, for three now, we have been in a process of education, and we get people who are just plain interested. Some aren't even practicing at this point, but mostly people who are in engineering departments in various small companies, of which we have a great number in Dayton, and they have been most grateful for every opportunity they had to gain any information at all on library techniques.

SLOANE

Thank you. Anyone else?

Before I talk about what I would like to present to the Board on Friday, I won't attempt to summarize everything we've talked about this afternoon, but there are one or two points I would like to bring up. I don't know how you feel about: Number 1 - I've jotted down here - feasibility of structured planning - seminars such as Miss Quint recommended - what they are suggesting, rather, from that. My initial feeling is - and I never make snap judgments but this is not speaking for the committee at all - please understand this - I wouldn't presume to do that. My initial feeling is that it sounds rather elaborate and I wonder if it would just be another one of those meetings where we talked about what should be done, or whether it could be a planning seminar that would be empowered to make decisions, and say, "This is what we are going to do." This is what troubles me about a thing like that - that is what troubles me <u>now</u>

about it in my initial thinking.

So I am going to set this aside for a minute and say that it seems we have said this afternoon - there seems to be a need for prodding - people talked about that and yet from some of the reports we have had this afternoon, I don't know who did the prodding but they have been doing things about it. There is a special problem in any formal kind of seminar, or formal meetings, let's say - workshops - a special problem in the areas which are sparsely settled, the wide geographical configuration, shall I say, of some Chapters that we don't have, of course, in concentrated areas.

And then I seem to be getting the message and I've got it very plainly from Grieg Aspnes. I've got it from him before, and he can speak freely because he has been interested in education for so long - that the time has come when the Education Committee had better do something about it and not just sit around and have meetings and talk about it, and say: "What are we going to do?" I don't mean to imply that the Education Committee has not been effective - certainly not that, we've tried a lot of things.

I was in Florida recently, at Tallahassee. I had the pleasure of being asked to give John Cotton Dana lecture there, and at that time, Dr. Zachert - Martha Jane Zachert - and I sat down and did some brainstorming, and I am bringing this up now without having contacted anyone except Father Kortendick. I have not talked to Dr. Boaz nor Mr. Malinowsky about what we're thinking about doing. And this is what I want your feeling on this afternoon.

We are thinking, frankly, of stealing from the Medical Library Association in a small, to start, very small way. Let me read these rough notes - the way we wrote them down - courses to be offered either the day before SLA begins, or the first day of the conference. My feeling is the day before, like a Saturday, offered at the conference hotel - each course limited to 30 participants, and charge $15 a person, which includes the day's instruction, two coffee breaks, packets of materials for the courses.

I will list the subjects to be covered that we thought about, in a moment. Now we propose, and this is why I think we will have to go before the Board for a guarantee,

we propose to have individuals experienced in the field to teach them; I mean conduct them and pay them for it - not just say, "Oh, Bill Smith, could you hold a seminar, you are awfully good in so and so." No, this person would be paid $100 for developing the course and its materials, and $50 for each repeat performance, let's say, if it were done again somewhere else. The materials would include the syllabus, the outline, the reading list, the reprints, the specifics of the course, and the registrations for this would be completed and the packet mailed a month before the annual conference.

We had thought about eight courses - Martha Jane had outlined that after we discussed it. My feeling is that it is too ambitious for a beginning thing. We were going to cover - and that is what is interesting when I have heard you all talk here - there were four broad areas - one, materials; two, personnel; three, we called it roughly, automation; and the last, scientific management.

Now, under materials, there were five areas that we could cover - either one of which would be an all day. We could cover the technical report, its acquisition, and the bibliographic control, which is peculiar to people in - say, in the aerospace industry, in which I was for many years. At the Ford Foundation, they do not even know what I am talking about when I say, "technical report". You know, they think I mean a government document. So that, obviously, would not be a problem there.

Then, I don't know whether this would draw enough people, but the literature of urban and regional planning - there seems to be a problem there, but I doubt that it would be enough for a whole day's seminar - at this point, enough people. And then, also, there is the literature of marine biology, which is a new field. Then the conference literature, the learned societies, the acquisition and bibliographic control of that, and this is interesting that we had thought of this: general reference - the new tools and materials in the field.

FLOOR #4 Were you thinking of basic materials, or updating?

SLOANE — I hadn't gone that far - you mean when I talk about this seminar?

FLOOR #4 — Basic or update?

SLOANE — Well, let's talk about that in a minute - I mean this is why I am throwing it out - what do you mean, basic or update? I couldn't imagine that it would be basic - you mean like what you got in library school? Oh, I should have made this clear. I don't mean that this is going to substitute for a course in library science somewhere - they are going to tell you how to use all the Wilson publications - I didn't mean that, or how to use Reader's Guide, or something like that. No, no - I 'm glad you brought that up. This is continuing education in the context of which we have been speaking.

In personnel, there were a couple of areas - you can call it personnel management - maybe we could concentrate on in-service training for your staff, or personnel management in general, or, specifically, evaluation of personnel. I don't know whether this is a problem to a lot of you or not, but I think it is one of the hardest things in management - one of the hardest things I've ever found because so much is left up to you. And there are very few guidelines. I don't know what your problem is on sick leave, but that is the only thing that has ever been hard for me to administer. Unless you work for Civil Service where there is no decision required; I mean you have ten days' sick leave, and if you are sick eleven days, that's your problem. That is not true in a lot of other companies, I know. You have to decide - now, is she really sick, and then look at the pattern - well, she is always sick on Friday or Monday - now, let me see - you know. This is a problem. And then, in the field of automation---

FLOOR #5 — Mind if I interrupt?

SLOANE — Not at all.

FLOOR #5 — That sick leave. I had to sign the papers on it and this girl was off March 26th, and she was off April 26th, and May 26th, and I said to the girl that brought in the papers: "That gal has the most remarkable menstrual cycle I've ever seen. . . ."

(general laughter)

".....you see, she knew she gets one day's sick leave for every month she works, and she takes it like that."

SLOANE

I think that's marvelous!

Now, in automation we can discuss either specifics or generalities in automating library housekeeping. I'm not talking about selective dissemination of information, and how to sell it to management. We are talking about practical things, and there might be a need for a day's course in basic programming. I don't know, but there might very well be. Do you think so? Yes? Well, that is interesting. And I assure you we would have no problem from IBM. They love to teach it'. And then we get to the other area which is scientific management. I wonder if you know what I mean by that. We visualize it as basic techniques, flow charting, forms designed; and the person who naturally came to my mind was Chuck Stevens - if we could talk him into teaching a course like that.

When we talked about expenses, we said the individuals would be expereinced in their fields; they would not be someone who did us a favor, they would be paid for it. We discussed eight courses but my feeling would be that we should start with, let's say, four for the first time - to start small. We would limit the number of registrants. You cannot have it effective if you have too many people.

We talked about the money. We would need a registrar, treasurer, coordinator, and instructors, of course. This is a different thing - and the materials designer for the brochures.

I have copious other notes here but I won't bore you with them now. The reason that I would have to bring this before the Board is this: We don't know how many people would register for a course, but yet we have said to this instructor, "We are going to pay you $100." Now, if we charge $15 apiece, we might get his salary, but we have other expenses. We have the expenses for promotion, for coffee breaks, and all this - which might not be covered by the $15. We have other expenses if we have the lunch included. I don't know how you feel about lunches in a seminar. I have found that it is valuable so that you don't break - that you go right ahead.

FLOOR #6 — I feel strongly about money coming to SLA - you know - that we don't get the benefit of. If we do have courses and they are good enough, and they are our property, perhaps they can be sold to a chapter for further study and program instruction.

SLOANE — Well, I don't know whether that might be a legal point, whether that syllabus - if a man developed it - whether it would belong to him or not, or whether it would belong to SLA. I hadn't thought of this. Is this what you're saying?

FLOOR #6 — Yes. So we could have future benefit from it.

SLOANE — I had said here that if this instructor got $100 for developing the course, then $50 for each repeat performance.

FLOOR #6 — Yes, if the course was a very fine course he might consider going and travelling with it.

SLOANE — Yes, she has made the statement that he might travel with it, the instructor. But to get to the other expenses, we know there will be .....

FLOOR #7 — I have another comment to make - I couldn't agree more about all this and I think we could charge more. People pay at the AMA....

SLOANE — You think we should charge more than $15?

FLOOR #7 — If we make a little money, fine - why should we lose money?

SLOANE — Cost plus - charge more - well, the companies pay - yes. Well, what do you feel off your cuff - $25?

FLOOR #7 — Why not pay the guy $200? I mean why should he....

SLOANE — Wait a minute, I misunderstood you.

FLOOR #7 — No, you didn't. I was talking about the fee.

SLOANE — The fee per person?

FLOOR #7 — Collect enough fees so that you can pay the instructors decently. You know, AMA charges $200 and $300 for those things. The companies shell out for this sort of

thing, and, believe me, they don't think they get their money's worth if it's a cheap thing - they don't think they get anything.

SLOANE — I think we should start with a small registration fee at first to see how they go.

FLOOR #8 — We have members in SLA who don't work for companies.

SLOANE — That is true. The point you're making is, the company wouldn't be paying for it.

FLOOR #8 — That's correct. Sometimes those are the ones who need it the worst.

SLOANE — I know this is taking time, but I think it's important to get the feeling of all of you who are here.

MOORE — I am Evelyn Moore from the University of Illinois in Chicago. There is at least one other series of conferences which does this. Included in the fee, the stated fee, is a certain amount of money and I don't know how much it is, I just know it works this way - that it is set aside each year to help defray the expenses of those people who are paying all or part of their own way, and I think you could include in the registration fee something on this order. This would take care of the rather large number, I think, rather large number of people in SLA, who just cannot get fees of this sort from their organizations.

SLOANE — Wait a minute - I am not clear, evidently - it's not your fault but I'm not listening. If we charge the registration fee, are you saying, large enough to defray someone who couldn't afford it? Is that what you were saying? But how could they register? If I paid $50 - and just because my company pays it - you see what I'm saying . . .

MOORE — Yes, I know. It is not an easy thing to handle but I'm throwing this out - but it is a possibility, say at the conference or shortly before, it would be known that there is a certain amount of money available for those people.

SLOANE — Where would that money come from?

MOORE — From the overage on the registration fee. Let's say you know your cost is going to be $20 per person. You charge $25, and the extra money is either turned back to the SLA treasury, used to develop new courses, and/or used to bring in people who might not be able to come.

SLOANE — Well, then, who makes the decision about these people who are brought in and can't afford to pay?

MOORE — This is another question.

FLOOR #8 — They're not with a company - they could be considered. . . . If they're with a company, let the company pay.

SLOANE — The point is, if they are with a company, let the company do it. If they are not with a company, that would be part of the consideration. Yes?

FLOOR #9 — If you try to recover your money on this, some of the courses would probably have a more expensive kit than others. You might think of changing, have varying registration fees depending on the size or cost of the kit that would go with the course.

SLOANE — Yes, Barbara?
Barbara Spence says, what of the greatest problems ? I wish you would get to the mike, Barbara. You've been through money and collecting money, haven't you dear?

SPENCE — Still am.

SLOANE — This is encouraging what you said, though.

SPENCE — I think one of the greatest problems that you are going to have, if this is going to be pre-convention, is to limit the number of people in any one of these sessions - to limit it to any given number. Since 1960, in the Boston Chapter, we have been giving courses - quote/ unquote - for people who don't like to have it called a course - for library assistants. And we have found - I have been one of the lecturers right from the beginning of the thing - we have found that this has been the greatest bugaboo.

SLOANE — In what way, Barbara?

SPENCE — There are so many people who are interested in it that we usually end up giving the course either two times or three times a year. The same lecturers giving the same course.

SLOANE — Am I getting the message that you think the Education Committee need not be worried about getting the sanction of the Board to underwrite this, and pay for these...

SPENCE — There might be a legal point; however, I do think that you will have no problem getting enough people. I think you are going to have a hell of a problem getting enough rooms and enough lecturers to cope with the number of people. For instance, the course on automation - you're going to be swamped if you are going to get a real uproaring course.

This year, I was the lecturer in the Boston Chapter on something different. I just spoke off the top of my head and pretty much toward the end of the course. I spoke on what, for most people, is the library of the future - what, for some of us, is the library of today, and I went into microfiche; I went into automation. AVCO-Everett happens to be a participant in the NASA program. I graphically showed them. I had copies of everything. I had done one of our SDI runs. I had done the demand bibliography, and I brought all of this, and these people knew nothing whatsoever about it, and I think that if you hold this kind of thing before a convention, you had better think - and think carefully - and get together with anybody, any groups, SLA, MLA, any groups, anywhere, that have in any way done this kind of thing, and I'll bet you anything you are going to come up with the answer that you are going to have more registrants than you bargained for, and you are going to, perhaps, have to do it two times, three times, or many more times.

SLOANE — I think Barbara has brought up a point. Dr. Boaz, would you say what you just said to me, which I think is a very good point to make, and I think Barbara pointed that up, also.

BOAZ

I think on the point you were making, there would have to be some sort of admission requirement set up just as there are at schools - that is, those in certain groups or courses - there would have to be decisions made, as there would be awards for those who couldn't afford to come - that sort of thing.

I think right now we are discussing a lot of points that are important that will certainly have to be considered, but I believe before we get to the details which are important, we ought to talk more in terms of the broad guide lines and the programs instead of the finer points, because some smaller group is going to have to sit down and worry about these anyway. And I think while we have these people together, and your brains are working, you ought to think of the major content of the guide lines and the types rather than the details of money and admission, and that sort of thing.

FLOOR

(Note: This comment from the floor was not picked up - too faint - but Sloane remembers that it was concerned with limiting the courses to four.)

SLOANE

I had no idea, and I wish that Martha Jane Zachert were here - I had no idea that we were going to get this reception, although I felt we would We originally talked of eight courses. I think that what I would like right now is, and I am sure the rest of the committee would, some feeling on this content - broad content - what it should be - on what subjects.

BOAZ

Well, couldn't you have four courses but ten sections?

SLOANE

Yes, you could. But we said on materials, we had five sections; on personnel there were two sections; and on automation there were two; and one on scientific management would appear. Do these seem to cover everything? The needed areas?

MC CORMICK

Could I comment on that?
One of the aspects of continuation education that seems to be assumed is that the librarians need to know more about libraries and library work, and I think this is not the only aspect of continuation education at all. I think librarians need to know more about lots of

non-library topics and problems, and that this is really the heart of the problem - in terms of community planning, community information, how do people use information - basic research problems, and the handling of information. There is a good deal of animosity, so to speak, for agencies like the AMA coming in and teaching courses in library work.

At the same time, I think we should keep in mind that we do have lots of people outside of the library business who know lots about these things. If you are talking about management courses, I don't think it is realistic to assume that we have only librarians capable of talking to other librarians about these things

SLOANE — I didn't say - I mean, are you speaking of instructors? I had no intention of getting a "librarian". I don't want to infer the wrong things from what you said. When you start talking, Jack, it sounded as though you were getting - as if you were talking about something that was rather esoteric - about how do people use information. Don't misunderstand me, but that's not clear to me about what you meant by that kind of seminar. You mean how to sell the program?

MC CORMICK — I think there are public relations techniques.....

SLOANE — Then this is the management problem.....

MC CORMICK — But it is not necessarily a library problem...

SLOANE — Well, it is a library problem if they are not using your library, or am I not communicating with you?

MC CORMICK — I don't think so.

SLOANE — I see I'm not.

BOAZ — You're saying there are problems which are universal to all types of professions.

MC CORMICK — That is correct. And I think that when we have conventions, for example, it is mostly librarians talking to librarians. When we have these classes, it is mostly librarians talking to librarians, and we

never try to cope with the bigger problem which is people talking to people. Now maybe that is too esoteric.

SLOANE — No, as long as you make it practical. (laughter)

MC CORMICK — Let me give a specific example. I understand, for example, that in some of the poverty pockets - and I think somebody in Library Journal asked why are poverty areas always in pockets - there have been community information centers set up by non-librarians and these were immediately under attack by the librarians that I know of because they were done by non-librarians. And, yet, I think this is one of the most realistic problems of this age, and I think it would be one of the central problems for any continuation education project to try to get librarians interested in that type of problem. Is that specific enough?

SLOANE — I'm not vibrating very well to that, Jack. I'm speaking for myself - not for the committee. I don't mean to imply that it is not important. I am saying - I have to go back again to when I say - a little more practical, my feeling of it was. Yes?

FLOOR #10 — (This was very faint, but the gist is:
Two points, that we know (?) - program content at the convention and this might be different from the program content; second thing, we could think in terms of regional courses, such as we have found successful; not just the main course at the meeting with more people than we can handle.)

SLOANE — Did you make a point? Because you got off on regional...

FLOOR #10 — ....they should be divorced from the kind of thing that's on the program for the convention. We might have them in five regions....

SLOANE — Right now we are talking about the annual meeting...

FLOOR #11 — That's what happened at the MLA, they started at the national meeting and then spread out....

MC CORMICK

I'd like to make a comment. In limiting the number, I can see where if we set up a bunch of these programs as a pre-convention program, the people that would grab up the opportunity would be the people in the convention city first - they would get the mailings first; they would be the first thirty people, and the rest of us around the country probably would not have a chance then, because they wouldn't have time to get our mailings in, so there should be some consideration along that line because it takes a while by the time you get your convention program material with some of us to get the authority to go to the convention, and be able to decide whether you are going to have funds enough to take a course, and everything. By that time, in such an area as L. A. here where everybody doesn't have to worry about overnight staying, reservations, etc., for a lot of them, it wouldn't be an added expense to that point, and they would be able to grab up - so we should have some consideration along that line.

S LOANE

I think your points are very good. Perhaps we shouldn't limit it but we should close the registration definitely on a certain date so that we know in advance - I mean an instructor has to know the number of packets to make and the size of the group, and then you have to schedule the meeting.

FLOOR #11

I taught one course on library planning that was limited to 18 because I had to handle everything they worked on. I taught another course in scientific bibliography and we had 65 people in it.

SLOANE

The content of the course, then, might have some bearing on whether it is limited or not?

FLOOR #11

Yes, it is a sort of lecture course, a review course.... library planning was a practice course.

BOAZ

I can envision courses quite varied on levels of sophistication that some people could not handle at all, and others might be bored by. I think a lot of planning has to go into the type of course offered - whether the people are beginners,

experienced planners or builders, or that sort of thing, or whether you have also persons who have no formal training. But you talked earlier in this meeting about all levels of people, and I believe the consensus was that you wanted all of these people to have access to continuing education. But then those people who are simply going to learn clerical processes are going to have a different type of instruction and instructor. A lot of these things will, in themselves, delimit the courses perhaps.

SLOANE — Well, I think the point that I get from what you say also, Martha, is that the course must clearly state for whom it is designed. Is has to.

FLOOR #11 — Well, the Medical Library Association - I'm sorry to keep referring to it ....

SLOANE — That's all right. MLA is doing very well.

FLOOR #11 — ... The rule wasn't followed, but there was a fairly neat rule - we have the Handbook of Medical Library Practice and you were not to say anything about what was already in that Handbook. Now, for instance, if you were teaching retrieval of material in a chemical library, you would leave out the books in there.

SLOANE — Yes, that's a very good point.

GOUGH — I want to make a couple of points.
One of the things, you know, I think we are worrying an awful lot about details as you have already mentioned, and it seems to me as far as I can detect from the group, that we do seem to be in favor of the pre-conference meeting, of the pre-conference cost, and I think we can chalk that up as accepted. It also seems to me that while you tend to turn off the idea of sociology of information because it is not practical in your particular role of things or scheme of things, I don't think you should cut it out.

And so I am supporting Jack McCormick in that sense that there are some larger ideas about librarianship, information and communication

that we ought to be possibly considering, and not cut it out simply because it doesn't worry about hands on equipment worry. I think we should expand our horizons a little bit in that direction so that I would include some other area of the general concept of communication information and what it is doing for society in our program in our course. I also think that it would be possible to have alternate instructors.

One of the things that MLA did at one point was to use a standard course format with several instructors teaching the same course. So that if your registration gets very high, you have several people who can teach the same course. Now this may get too involved, I don't know.

I think four courses are probably enough to worry about in the first year. But I would see, as Dr. Boaz has pointed out, several sections of each course; and I think the topics to be concerned about - you talked about personnel management and one that I'd like to throw in is inter-personal relationships -- I don't know whether that is personnel management or whether that is people to people, but I think it has something about talking to people.

BRYAN

I am Ray Bryan from the San Francisco Chapter. I would like to speak on one point, and this is perhaps somewhat out of context. We are talking about a national level in SLA. I am concerned with a different point. Our effort for at least two years in the San Francisco Chapter has been to try and get librarians to talk with other librarians to get some unity of professional esprit, some viewpoint. We have tried to develop programs from need at the local level. Perhaps this would offer some solution to some of our difficulties which were suggested here today.

Occasionally, I have found myself a bit smothered by the in-ness of SLA. SLA are bright people and they are forward people, but I see education has a program and, even as an SLA program, is

much broader, higher, lower, and wider, and I'd like to underscore my support for Dr. Boaz's remarks at this point. We are discussing high level things here but we also need programs for library technicians, programs for library assistants; and above all, if these programs are to be successful, I am speaking now as a plug for grass roots organization - this means a lot of long, hard committee work; a lot of people who are willing to put in that time, and not get much glamor or national posts out of it; who will unify librarians, and, perhaps, in the long run make some significant gains on this front and in building local programs from local needs. Then from local needs, perhaps we could more easily go into programs such as how do we deal with problems of really effectively attempting to integrate minority group members into library work. Perhaps this is more suitable for a local effort than it is for a national level.

MOORE

Along somewhat these same lines - well, where are you going to start? Where are you going to be able to get the instructors? If you can't get an instructor, you won't give the course, and I would guess that if we do go into this - and I am delighted to see that it looks like it is going to happen - the first time at the national level there will be four or five courses given with possibly as many as two section, and that you build on this. It is going to take a while to organize and find out who in this association nationally is willing to work on this, and it is a lot of hard, long committee work. You are carrying boxes of material around, and the materials don't arrive, and so forth; and I think we should be giving quite a number of courses at the national meetings, and then fan out regionally. I would guess that the regional and local interest, as well as the people to do the volunteer work at the regional and local level, will come out from behind the posts at national meetings and make their interests known here. We have to build up a working group at all levels and we need the larger picture, but I would guess that the first year or two it is going to be four or five courses with a lot of people unhappy because they couldn't get it.

FLOOR #12

What might be useful in a given year, since you know the convention city ahead of time, make the selection of courses for which the resources of that city are adaptable - you could announce for the following year what would be in another city. This would avoid a lot of moving of teaching materials back and forth, and the instructor could probably get to working on it quicker - the local arrangements would probably be much easier. So, if there's a selection of courses that might be related to the convention site. . . .

SLOANE

Yes, and we want to be careful in not duplicating the program content.

Yes, Barbara?

SPENCE

Sorry to be so vocal, Maggie.

SLOANE

That's all right.

SPENCE

Again, I am going to vote with Jack and this gentleman back here. I think if we are talking continuing education we shouldn't just talk about continuing library education. A good many of us run businesses. We call them libraries, but they are damned expensive businesses, and I think we had better learn to be managers not just library managers but company managers. I think we had better learn what it is to keep the overhead down and what that means on the corporate level, and why we are being cut, and why we have people laid off. To most librarians this is just phrases. To most of us, we have not had business experience. I, for one, would like to see at least consideration of this kind, of course. I would also like to see consideration of courses for institutes that I happen to be involved in, and I know other people involved throughout the entire country.

Some of us - I happen to be in a Science-Tech library, but I am quite active in the War on Poverty Program, and I find that there is a great use of my job opportunity to make enormous contributions gratis, or non-so, as I choose - to the War on Poverty Program directly in the ghetto areas. I have gone as far south as Appalachia, and so forth. Why can't we do this? Why aren't we citizens? And why aren't we learning to be citizens? This is

part of continuing education. I would like to see the Education Committee consider it.

SLOANE — We're considering it. Do you feel better, Jack McCormick?

MC CORMICK — Yes, I feel better. I should have spokesmen introduce the ideas, I guess.

QUINT — Maggie, I'd like to see the committee think national in as broad a scope as they can of their responsibility even if you can't get it all done in the first year. I'd like you to think professionally in terms of assuming leadership in this field, and not letting it go by default to other professional associations. I would hate to see ASIS come up with a program such as we brought up to you, and have us come in on the second aisle or the second row, and I'd prefer that we get in and bring the other groups together before the other groups come in and say: "Listen, this is what we have done, folks, would you join us with it? ".

I'd like to see the Education Committee take from this group the largest, strongest possible mandate to plan boldly and strongly and forcefully for the next ten, twenty, or thirty years. Our proposal is already one way of doing it. It is one introduction; it is one positive step. I think we are talking a lot about what we are doing, and not enough about what the framework of policy behind it should be in the trends of our ongoing world; in terms of other specialties, other people, people in communications, economics, and management.

I think it is important that all of us do different things - the more different we are, the better. It is also important that we be sure in terms of our national direction, in our professional direction, of where we are going. And as the cutting edge of the profession, as the action edge, we should be working very closely with library schools in doing innovative things in courses, in experimenting with different levels of people, with short and long range courses; courses which later might become part of the traditional curriculum but in which we do the

experimental work. In other words, I am saying - let's be bold!

SLOANE

I think that your proposal - the Upper State New York - for this planning seminar is something apart from what we are talking about now, and I see no reason why - that being long range - it cannot be pursued also. But this is something that we might get going within a year, and the other, as I see it - maybe I'm wrong - is a different approach to it, but a broader approach.

Young lady with the white hair? Oh, I can tell you briefly what it was. She asked about the proposal. A proposal by the Upper New York State Chapter - they made several recommendations - you weren't here when it was read? Do you have copies that she can have because the time is running short? Could we get more copies? I don't mean to cut it off - it is a very important thing, I think, Mary.....

HENDRY

Could I say the Rio Grande Chapter will support your proposal wholeheartedly - the seminars one day before the conference.

In this one day's discussion, here, you have presented it far better than our bungled efforts...

SLOANE

Oh, I don't think that's necessarily true - but it's very kind of you to say that...

Do you think we need a consensus? Do we have a consensus on this?

BOAZ

Why don't you ask for a show of hands?

SLOANE

Could we do this? Could we say that the Education Committee proposes to start, if possible, hopefully at the next conference - a series of all-day seminars the day before the conference opens?

I would like a show of hands if anyone feels this should be pursued actively.

It appears unanimous.

May I see hands of those who think we <u>shouldn't</u> --- should not pursue it actively?

Is yours a dissenting vote?

FLOOR #12 — I am not disagreeing. I wish you would consider after as well.

SLOANE — Oh, she considers having it afterwards as well as before -- that there might be one before and one after. This does conflict with a lot of tours and post conference things.

FLOOR #12 — But there are many people here Friday and Saturday after the convention....

FLOOR #11 — The MLA had them in the middle of the week, then they found they were so in demand that they put them at the front of the week....

SLOANE — Well, let's hope that this would happen to us.

FLOOR #11 — Then, the other thing was that not all courses were all day - some were morning, and some were afternoon...

SLOANE — I think a feeling was as we begin this, so we don't create problems with programming during the conference, that we try it either the day before or after. The discussion seems to indicate the day before.

BOAZ — They're brighter before, I think.

SLOANE — They're brighter before.

FLOOR #13 — Can I make a suggestion? As we plan, can we think of what MLA has done? A progression - in other words, what you study this year may lead to something next year. It isn't haphazard.

SLOANE — A very good point. Yes, Ma'am?

FLOOR #14 — It has occurred to me that even when you're charging your fee you often get a bird's eye view from a speaker. I particularly like the idea of the different levels of courses. I would like to encourage you not to be discouraged by paying a lot to a speaker. There are different ways of recapturing your money. If it is really a superb job, you can publish it. SLA has the

vehicle. I think there would be a substantial market for this type of thing. I would just like to underscore the probability of getting good results is somewhat related to the amount of money you pay.

SLOANE — The instructor, you mean.

FLOOR #14 — Yes, and I certainly would encourage not being discouraged upping it. I think that it is possible to recapture it. I think this is one of the primary functions of the Association.

SLOANE — And what do you think would be a nominal fee to guarantee an instructor for developing a course?

FLOOR #14 — Well, I think $100 is too low. We have paid $50 and gotten miserable results many times. Even when you really thoroughly try to brief the speaker, $50 doesn't go very far in terms of numbers of hours to put in on something. I would think $500 would be kind of minimum, really, if you want results.

SLOANE — I'll do it! I'll teach it myself! Anybody else?

FLOOR #14 — Exactly! This is the point. You can get good people.

SLOANE — You take a couple of them? Good. Anybody else?

FLOOR #14 — You can get good people if you are willing to pay.

SLOANE — I understand.

FLOOR #14 — And I think the publishing end of it is something that would make us available to chapters, to library schools, to anyone remotely interested. And I think there would be a good market for it.

SLOANE — Good. I think that the committee has a lot of things to discuss, haven't we? I hate to say the time is running short - all of us have other things to do - we have a few minutes yet.

I would like to say two things stick out in my mind: (1) I do not want it inferred that anything I said about the Upper New York State proposal was speaking for the Education Committee. It is not. And the first

remarks I made were my opinions, and mine only. And I would like to carry that further by saying - to repeat - that I see this in conjunction with a pre-conference seminar because I think the ramifications are very, very large. Are ramifications large or important? I'm not sure, but I feel as you do - we cannot sit by and see more aggressive organizations leave us behind, and, by the same token, we do not want to lose sight of our objectives by saying that we are not going to let that one get ahead of us.

I think that this has been one of the most gratifying groups with which I've ever been associated. I would like Mr. Malinowsky and Dr. Boaz to say anything they would like to say before we close this.

BOAZ — I just hope we can go on and get something done. Whatever happens, anything will be better - we haven't done anything much so far, so if we make one step we will do something.

MALINOWSKY — I don't have any comments. I think you have summed it up very well.

SLOANE — You don't have to leave. I know some people do have other things to go to, and we have meetings, and we are all going to the Music Center--

FLOOR — How do you go?

SLOANE — Oh, I love that question! You see I was in on all this conference planning before I moved from Southern California, so I am testing everything. I think the buses will begin to leave at 5:15 p. m. from the Franciscan Street side, you know, the garage side. You know where they are leaving from, Martha - you're from Southern California.

BOAZ — I don't know where they are leaving from, no.

SLOANE — Well, from the garage side - the Franciscan side. Thank you all very much, and we will be in close contact.

Do you want to turn off the tape, or just let it run down? Well, let it run down.

(Continued)

Random remarks on the tape as the meeting adjourned:-

FLOOR

...oh, yes, vendor versus publisher - that is always a problem.

Well, I hope so - it's been a wonderful meeting.

Let's really get something started..

SLOANE

Oh, no - I'm not leaving - I just gotta stand up - my feet are tired! Martha, don't go away ---